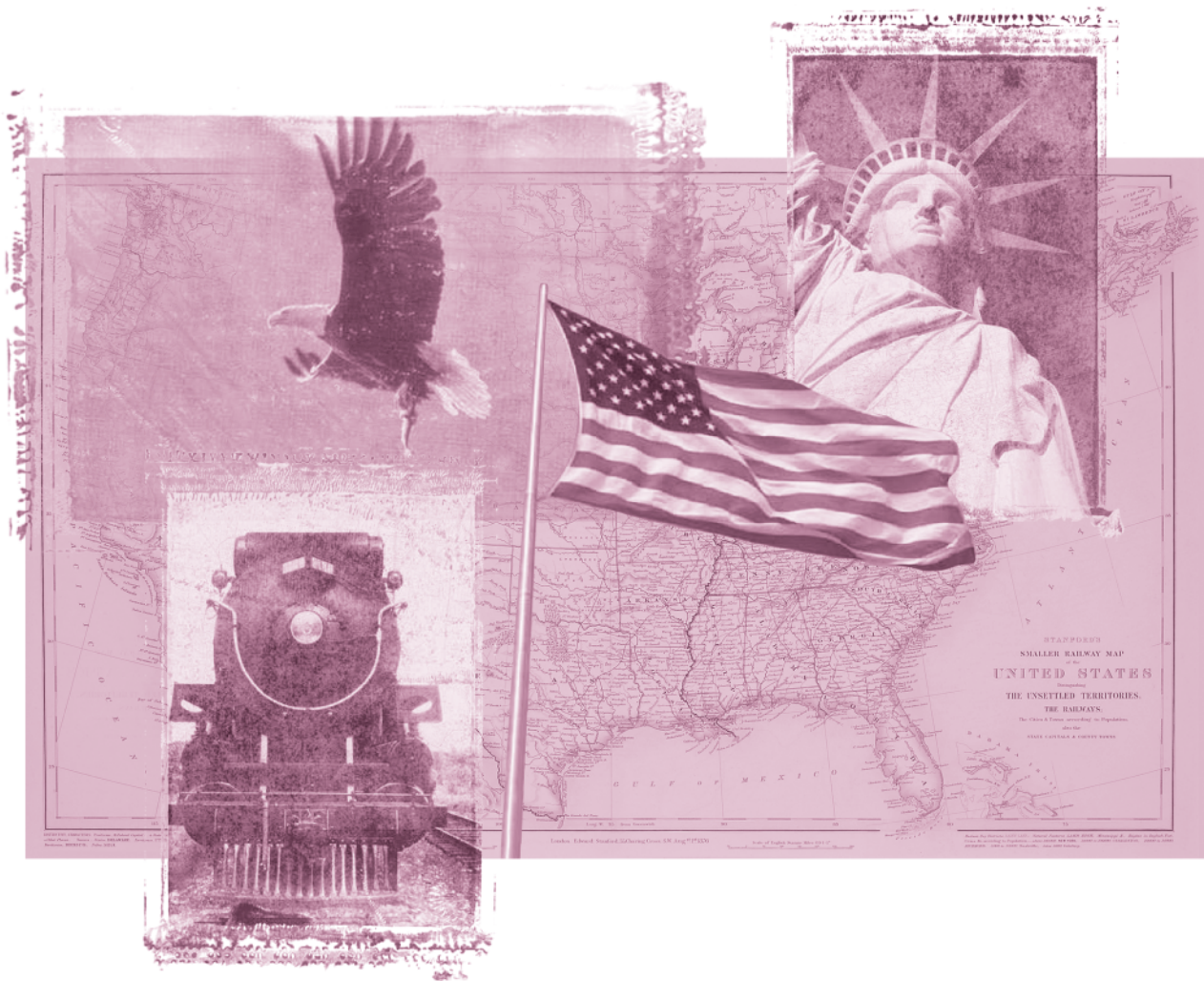


Preparing for the

TENNESSEE

End of Course Assessment



United States History

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Contents

| | |
|---|----|
| Introduction | 4 |
| Items by Reporting Category | 6 |
| Reporting Category: Era 6: Industrial Development of the United States (1870-1900) | 6 |
| Reporting Category: Era 7: Emergence of Modern America (1890-1930) | 12 |
| Reporting Category: Era 8: The Great Depression and World War II (1929-1945) | 16 |
| Reporting Category: Era 9: Post World War II Era (1945-1970s) | 21 |
| Reporting Category: Era 10: The Contemporary United States (1968-present) | 25 |
| Answer Key | 30 |

Preparing for the End of Course Assessment Program U.S. History

Introduction

What is this test?

The *Tennessee End of Course Assessment Program* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. The sample questions in this pamphlet are representative of the item types and item formats that will be used in the actual test.

What are the questions testing?

The questions assess the content standards covered by each course as described in the performance indicators developed by the Tennessee State Department of Education and listed on their Web site.

Who will be tested?

All students taking U.S. History will be tested. Tests may be given midyear for block schedules or at the end of the year.

How many questions are there?

Each test contains 60 multiple-choice questions.

How long will the tests take?

Students will have ample time to read and answer each of the questions. Each test will take approximately 90 minutes to complete.

How will the tests be scored?

The answers to the multiple-choice questions will be scored by machine. The test results provide information about how well students understand the course content.

How do I use these sample questions?

The questions in the pamphlet are, for the most part, representative samples of the types of questions that will be on the U.S. History test. The questions are presented in a format similar to that which will be used in the actual test. Reporting Categories and Performance Indicators have been provided for the questions in this pamphlet only.

These Reporting Categories group the U.S. History Performance Indicators together. When students receive their reports from the test, these Reporting Categories will be used to report scores on student performance. The questions in the actual test will not have this identifying information.

These questions can be used for a classroom learning session or as an individual, short practice test to prepare students for the actual test. Various item formats have been selected in order to familiarize students with the actual test format.

The items in this Preparation Brochure will **not** be found on the End of Course tests. The number of items in this Preparation Brochure does not reflect the emphasis of content on the test.

An answer key for the sample questions is provided at the end of this pamphlet.

What tips are there for taking the test?

RELAX: It is normal to be somewhat nervous before the test. Remember that the score is only one of a number of measures of your performance.

LISTEN: Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them. Follow the directions.

PLAN YOUR TIME: Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

First answer all the questions you are sure about.

THINK: If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Reporting Category:
Numbers 1 through 8**Era 6: Industrial Development of the United States (1870–1900)**

Performance Indicator: Identify how the effects of 19th century warfare promoted the growth of industrialism (i.e., railroads, iron vs. steel industry, textiles, coal, rubbers, processed foods).





1 Which statement best describes railroads at the end of the 1800s?

- A** They had little influence on the economy.
- B** They helped expand markets for products.
- C** They were operated by the United States government.
- D** They were mainly used along the east coast of the United States.

Performance Indicator: Identify major agricultural post-Civil War American geographic areas on a map.

The Western United States — 1890



| Key | | | |
|---|--------|---|-------|
|  | Cattle |  | Fruit |
|  | Corn |  | Wheat |

2 Based on the map above, what was the largest cattle-producing state in 1890?

- F** Wyoming
- G** Iowa
- H** Texas
- J** California

3 The predominant farming area in 1890 was located

- A** along the California coast
- B** throughout the Great Plains
- C** along the Texas Gulf Coast
- D** throughout the Pacific Northwest

Performance Indicator: Identify patterns of immigration and the causal factors that led to immigration to the United States of America (i.e., crop famines, California gold rush, European social and political unrest, religious freedom).

Conditions in Eastern Europe during the 1800s

- widespread poverty
- famines
- overcrowded cities
- political unrest

4 In the late 1800s, the conditions listed above contributed to

- F** the United States pursuing a policy of imperialism in Eastern Europe
- G** people leaving the United States for Eastern Europe
- H** people leaving their homelands and coming to the United States
- J** the United States limiting the number of immigrants allowed in the country

Performance Indicator: Interpret a political cartoon which portrays the controversial aspects of the Gilded Age (e.g., Populist reaction to politician and/or tycoons, railroad development, westward expansion, Dawes Act, urban developments).



ONE SEES HIS FINISH UNLESS GOOD GOVERNMENT RETAKES THE SHIP.

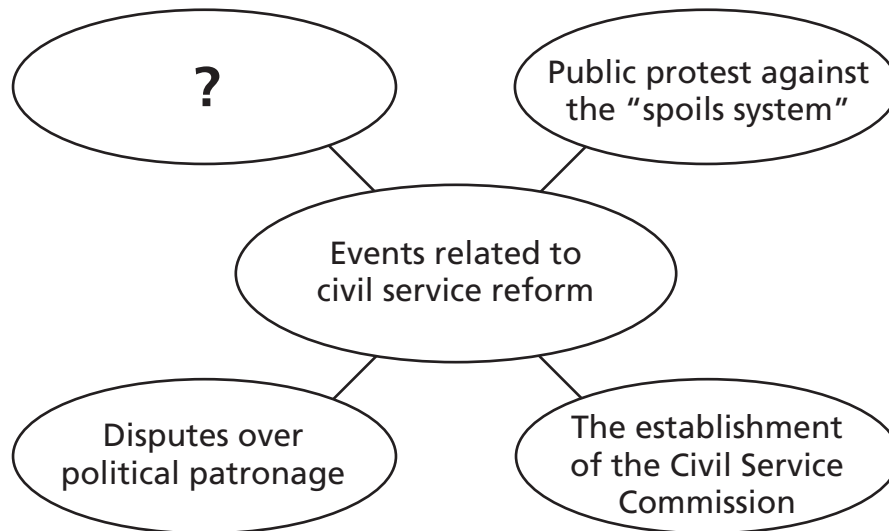
5 In the cartoon, the pirates who have captured Uncle Sam's ship and replaced the U.S. flag with their own represent

- A** army generals
- B** enemy nations
- C** union officials
- D** industry leaders

6 The main message of the cartoon is that the threat represented by the pirates is harming the country's

- F** religious freedoms
- G** foreign relations
- H** military preparedness
- J** constitutional principles

Performance Indicator: Analyze the impact of different forms of corruption and its consequences in American politics during the later half of the Age.(i.e., Grant's Black Friday, Credit Mobilier, Whiskey Ring, Tammany Hall, Boss System, Garfield's assassination, Civil Service Reform, Granger laws, Interstate Commerce Act).

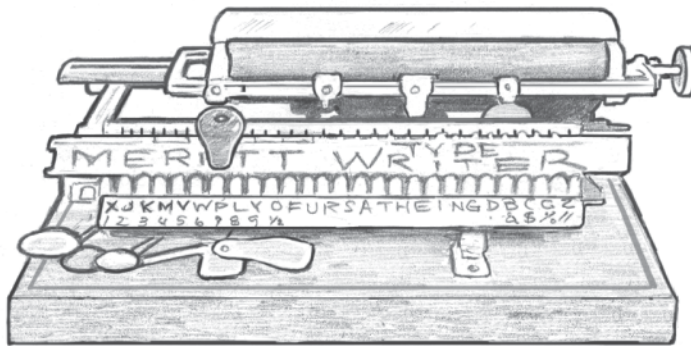


7 Which of these events best completes the diagram above?

- A** The passage of the Dawes Act
- B** The emergence of business monopolies
- C** The expansion of the railroad industry
- D** The assassination of President Garfield

Performance Indicator: Assess the effect of late 19th century technological innovation on the daily lives of American people (i.e., electricity, indoor plumbing, communication, transportation).

The Merritt Typewriter



This is an exact copy of "The Merritt's" work. It is equal to that of any high priced typewriter. Relieves fatigue from steady use of the pen. Improves spelling and punctuation. Interests and instructs children. The entire correspondence of a business house can be done with it. Learned in a half hour from directions. Prints capitals, small letters, figures and characters—78 in all. Price \$15, complete.

8 The availability of the invention shown in the above advertisement from the 1890s resulted in

- F** a large increase in literacy rates among immigrants
- G** the first newspaper in the United States
- H** an increase in the number of professional office workers
- J** the first communications company in the United States

Reporting Category:
Numbers 9 through 16

Era 7: Emergence of Modern America (1890–1930)

Performance Indicator: Identify causes of American imperialism (i.e., raw materials, nationalism, missionaries, militarism, Monroe Doctrine).

**Some Causes of American
Imperialism in the late 1800s**

- Acquisition of raw materials
- Activities of missionaries
- Rise of nationalism

?

9 Which of these best completes the box above?

- A** Progress of the New Deal
- B** Results of the Marshall Plan
- C** Influence of the Monroe Doctrine
- D** Outcome of the Good Neighbor Policy

Performance Indicator: Identify consequences of American imperialism (i.e. Spanish American War, expanding trade, extractive economies, Panama Canal, the idea of a superior Anglo-Saxon culture, yellow journalism, military occupation).

10 Which of these was a result of American imperialism in the 1800s?

- F** increased unemployment
- G** decreased trade opportunities
- H** increased contact with other cultures
- J** decreased availability of raw materials

Performance Indicator: Recognize the progress of political and social reform in America during this era (i.e., Women's Suffrage, Regulation of food and drug, Initiative, Referendum, and Recall, protection of workers' rights, Antitrust Supreme Court decisions, Muckrakers).

There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it.

—from *The Jungle*, written by Upton Sinclair in 1906

11 How did muckraking books like *The Jungle* affect the United States?

- A** More people began to grow their own food.
- B** Immigration to the United States decreased.
- C** Laws were passed to regulate business practices.
- D** Some countries refused to trade with the United States.

Performance Indicator: Recognize the new trends, ideas, and innovations of the 1920's popular culture (i.e., radio, automobile, phonograph, Prohibition, birth control, organized crime, sports).

12 The 1920s are most associated with

- F** Prohibition, flappers, and the Jazz Age
- G** Nazis, the invasion of Poland, and the Holocaust
- H** the Dust Bowl, Hooverilles, and the Bonus Army
- J** the Space Race, the Cold War, and McCarthyism

Performance Indicator: Recognize the role of Tennessee in the women’s suffrage movement. (i.e., “the perfect 36”, Anne Dallas Dudley, Harry Burn, Governor Albert Roberts).

Harry Burn
Anne Dallas Dudley
Governor Albert Roberts

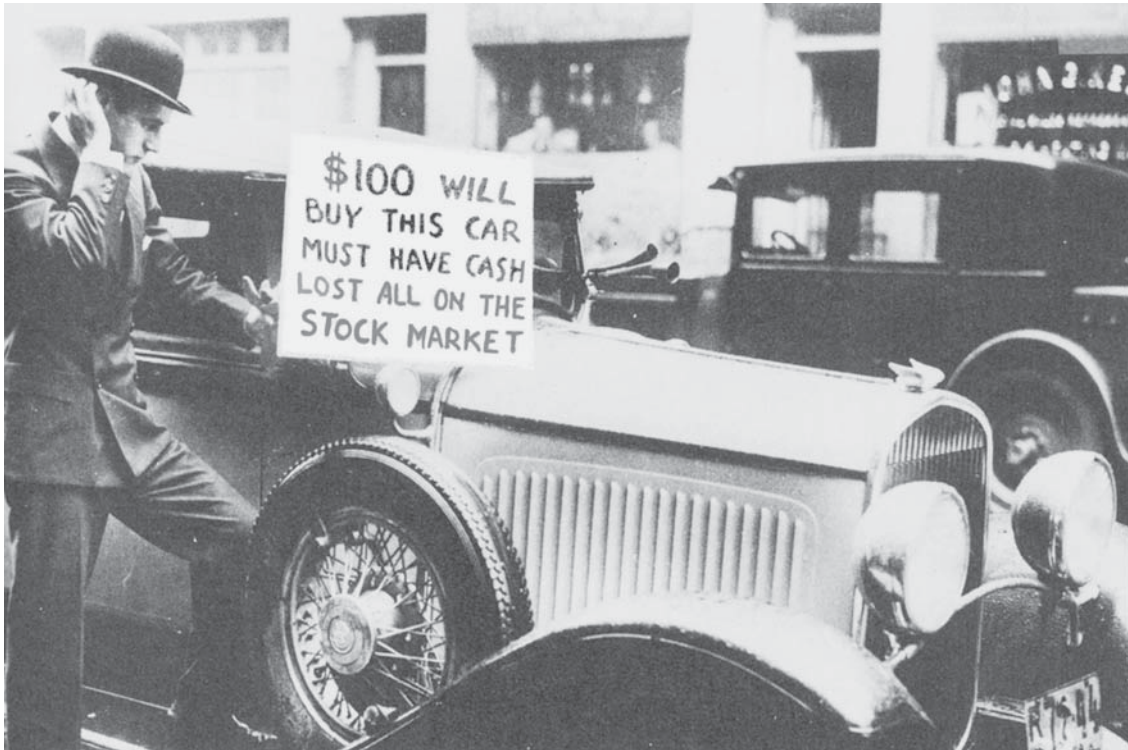
13 The people listed above were important in

- A** helping women gain the right to vote
- B** participating in the Civil Rights movement
- C** helping develop Tennessee’s music industry
- D** writing legislation to protect Tennessee’s natural resources

14 When I was governor of Tennessee, I called a special session of the state legislature to vote on the issue of women’s suffrage. Due to this vote, Tennessee became the 36th state to ratify the 19th Amendment, making the amendment law. Who am I?

- F** Austin Peay
- G** Albert Roberts
- H** Thomas Rye
- J** Alfred Taylor

Performance Indicator: Determine the possible factors that led to the economic collapse of 1929 (i.e., over production of agriculture and industry, expansion of credit, financial speculation, agricultural crop failures, tariff barriers, laissez- faire).



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A stockholder tries to sell his car after the stock market crash of 1929.

15 What was one cause of the situation shown in the photograph above?

- A** tariff barriers
- B** financial speculation
- C** agricultural crop failures
- D** overproduction of goods

Performance Indicator: Compare and contrast the philosophies of Du Bois, Washington and Garvey.

16 Both Booker T. Washington and W.E.B. Du Bois encouraged African Americans to

- F** attend school
- G** join the military
- H** run for political office
- J** find employment in agriculture

Reporting Category:
Numbers 17 through 24

Era 8: The Great Depression and World War II (1929–1945)

Performance Indicator: Identify the causes of World War II (i.e., Treaty of Versailles, fascism, failure of the League of Nations, Japanese imperialism, worldwide economic difficulties).

- Treaty of Versailles
- rise of fascism and militarism
- failure of the League of Nations
- Japanese imperialism
- worldwide economic depression

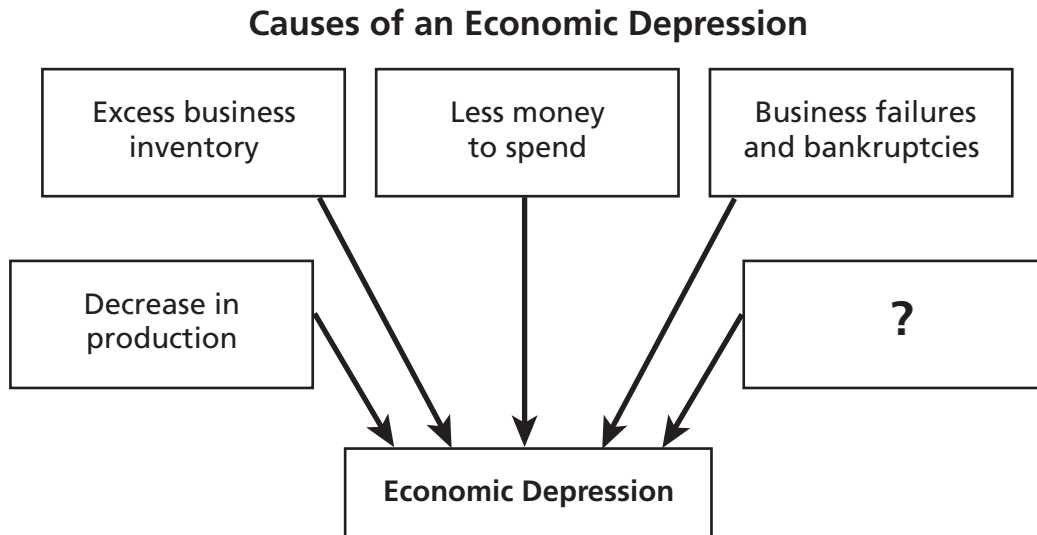
17 All of the terms in the box above were direct causes of

- A** World War I
- B** World War II
- C** Korean War
- D** Vietnam War

18 What was one result of the worldwide economic depression in the 1930s?

- F** Nations gave up their imperialistic policies.
- G** Fascist dictators took control of some governments.
- H** The League of Nations successfully kept the world at peace.
- J** The Treaty of Versailles demilitarized Western Europe.

Performance Indicator: Recognize the negative patterns of an economic cycle (i.e., increase of unemployment, decrease of price level, excess inventory, decrease of production, repossession, increase of business failure, and bankruptcy).



19 Which of these trends would be most appropriate to place in the box with the question mark?

- A** Increase in new businesses
- B** Increase in home purchases
- C** Increase in the unemployment rate
- D** Increase in job benefits

Performance Indicator: Identify the changes in social and cultural life caused by the Great Depression and the Dust Bowl (i.e., Hoovervilles, Bonus Army, migrations, worldwide economic depression, Democrat victory in 1932, widespread poverty, unemployment, religious revivalism).

20 In 1932, thousands of World War I veterans, known as the “Bonus Army,” participated in a demonstration in Washington, D.C., to demand

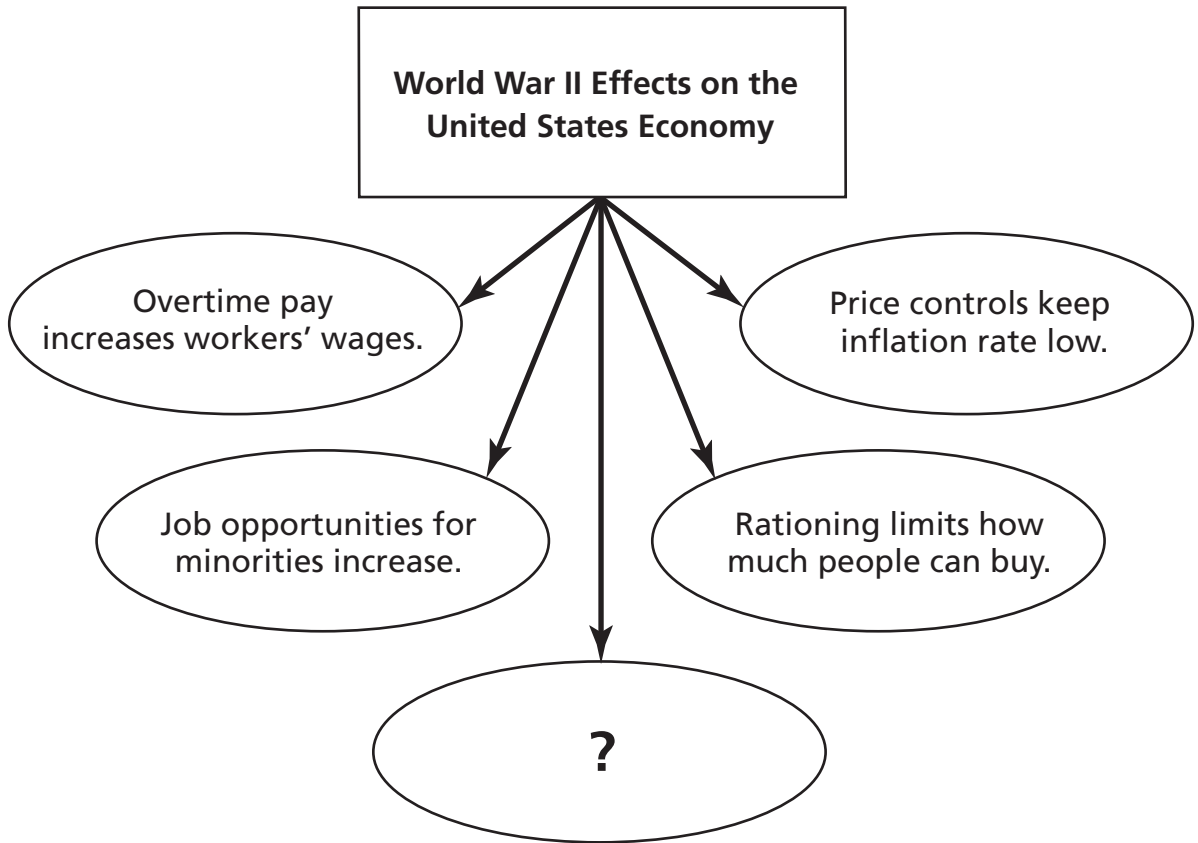
- F** the United States stay out of wars in Europe
- G** equal rights for minorities serving in the military
- H** that soldiers serving overseas receive higher pay
- J** early payment of money promised them by Congress

Performance Indicator: Identify New Deal Programs/Initiatives (i.e. Social Security, WPA, TVA, Indian Reorganization Act, FDIC, CCC, Wagner/Fair Labor Standards’ Act).

21 As a result of the Indian Reorganization Act of 1934, Native American tribes were

- A** required to farm for a living
- B** denied the right to live on tribal lands
- C** granted more power to govern themselves
- D** forbidden to speak their tribal languages

Performance Indicator: Analyze how World War II affected the American economy (i.e., women in the workforce, movement to urban centers, military industrial complex, minority employment, post war G.I. Bill, globalization, rationing, childcare).



22 Which of the following statements best completes the above diagram?

- F** Millions of people were fired from factories.
- G** Production of consumer goods increased.
- H** Millions of women joined the workforce.
- J** People worked shorter hours.

Performance Indicator: Recognize the effect of the New Deal and World War II on Tennessee (i.e., the creation of Fort Campbell, Kentucky, Tennessee Valley Authority, Secretary of State Cordell Hull, Oak Ridge).

23 In 1930, this man was elected to the United States Senate by the voters of Tennessee. In 1933, he gave up the job to become Secretary of State in the Franklin D. Roosevelt administration. He held this position until 1945, working to remove trade barriers, develop friendly relations with Latin America, and establish the United Nations. In 1945 he won the Nobel Prize for Peace.

Who was this man?

- A** Cordell Hull
- B** Douglas MacArthur
- C** George Marshall
- D** Harry S. Truman

Performance Indicator: Evaluate the impact of the Manhattan Project. (i.e., the creation of Oak Ridge, Tennessee, nuclear proliferation, espionage, ethical debate, medical experimentation, Nagasaki, Hiroshima).

Oak Ridge Petition

... we recommend that before this weapon be used without restriction in the present conflict, its powers should be adequately described and demonstrated, and the Japanese nation should be given the opportunity to consider the consequences of further refusal to surrender. We feel that this course of action will heighten the effectiveness of the weapon in this war and will be of tremendous effect in the prevention of future wars.

—from a petition signed by 67 scientists stationed at
Oak Ridge, Tennessee, mid-July 1945

24 Which conclusion can be reached about the scientists who signed the petition above?

- F** They thought Japan had already developed an atomic bomb.
- G** They were against the development of an atomic bomb.
- H** They were in favor of dropping the atomic bomb on Japan without warning.
- J** They thought having the atomic bomb could discourage possible conflicts.

Reporting Category:
Numbers 25 through 32**Era 9: Post World War II Era (1945–1970s)**

Performance Indicator: Recognize differences among the victorious Allied Powers after World War II (i.e., capitalist, communist, military structure, individual differences).

25 Which World War II ally of the United States became a rival over the political and economic future of Europe during the 1950s?

- A** France
- B** Italy
- C** Great Britain
- D** Soviet Union

Performance Indicator: Recognize the impact of technological and cultural changes on American society (i.e., Space Race, Hollywood, communication networks, mass media, medical advances, interstate highway system).

26 One important medical advancement in the 1950s was

- F** a vaccine against polio
- G** the first artificial heart
- H** the first open-heart transplant
- J** a vaccine against the plague

Performance Indicator: Recognize domestic impact of the Cold War on American society (i.e., McCarthyism, fear, conformity, counterculture, generation gap, highway system, consumerism).

- Beat generation poets
- Rock-and-roll music
- The counterculture

27 Which of the following had the greatest impact on the cultural developments listed in the box?

- A** a lack of public funding for the arts
- B** an increased emphasis on technology
- C** a reaction to post-war social conformity
- D** a lack of entertainment options during the 1950s

Performance Indicator: Determine the effects of the Supreme Court's decisions on Civil Rights (i.e., *Plessy v. Ferguson*, *Brown v. Board*, *Miranda v. Arizona*, *Gideon v. Wainwright*).

"You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to speak to an attorney, and to have an attorney present during any questioning. If you cannot afford a lawyer, one will be provided for you at government expense."

28 Which U.S. Supreme Court decision led to informing people of the rights described above?

- F** *Miranda v. Arizona* (1966)
- G** *Gideon v. Wainwright* (1963)
- H** *Tinker v. Des Moines* (1969)
- J** *Brown v. Board of Education of Topeka* (1954)

Performance Indicator: Match leading figures of the Civil Rights era with their respective groups and goals (i.e., Strom Thurmond, Bull Conner, George Wallace, Diane Nash, Betty Friedan, Martin Luther King, Jr., Malcolm X, Stokely Carmichael, Albert Gore, Sr.).

29 In 1939, I began representing Tennessee in the United States Congress and did so for 32 years. In 1956, I refused to sign “The Southern Manifesto,” a document created by members of Congress in protest of the Supreme Court’s ruling on segregation. During the 1950s through the 1970s, I voted for most civil rights legislation. Who am I?

- A** Lamar Alexander
- B** Howard Baker
- C** Albert Gore, Sr.
- D** Strom Thurmond

- Civil rights activist
- Leader of the Student Nonviolent Coordinating Committee (SNCC)
- Leader of the Black Panther Party
- Believed that only African Americans should be involved in the civil rights movement

30 Which of these people is described above?

- F** Malcolm X
- G** Russell Means
- H** César Chavez
- J** Stokely Carmichael

Performance Indicator: Evaluate socio-economic impact of the post World War II Baby Boomer generation (i.e., media, entertainment, sports, suburbia, education, and counterculture).

Between 1950 and 1970, approximately 65% of the population growth in the United States occurred in suburbs. Many people moved there from cities, and businesses soon began to relocate there as well.

31 The change in suburban populations described above led to

- A** more available farmland
- B** decreased highway traffic
- C** less money for public services in cities
- D** greater diversity in communities surrounding cities

Althea Gibson
Billie Jean King
Wilma Rudolph
Babe Didrikson Zaharias

32 The women listed above are best known for

- F** holding public office
- G** writing pro-feminist articles
- H** helping to open up sports to women
- J** passing legislation allowing women's suffrage

Reporting Category:
Numbers 33 through 40**Era 10: The Contemporary United States (1968–present)**

Performance Indicator: Match innovators or entrepreneurs in the “new economy” (i.e., Sam Walton, Michael Dell, Ray Kroc, Lee Iacocca, Donald Trump, Bill Gates, Steve Jobs, Jeff Bezos).

King of the Internet

He saw his vision of the retail future come alive in an explosion of e-commerce. When he first peered into the maze of connected computers called the World Wide Web he realized that the future of retailing was glowing back at him. His vision of the online retailing universe was so complete that it became from day one the point of reference for anyone who had anything to sell online.

—based on an article in *Time* magazine, online version

33 Who is described in the excerpt above?

- A** Jeff Bezos
- B** Donald Trump
- C** Lee Iacocca
- D** Ray Kroc

34 Bill Gates influenced the technology industry by

- F** inventing microchips small enough for computers
- G** producing the first computer for personal use
- H** selling computer products at low cost directly to consumers
- J** founding the world’s largest computer software development company

Performance Indicator: Recognize the roles of the key figures of Watergate (i.e., administration, investigators, media).

35 I represented Tennessee in the Senate for three terms. During my tenure, I acted as Vice Chairman of the Senate Watergate Committee when I made the famous remark “What did the president know, and when did he know it?” Who am I?

- A** Howard Baker
- B** Bob Dole
- C** E. Howard Hunt
- D** G. Gordon Liddy

36 In 1973, President Nixon fired Watergate special prosecutor, Archibald Cox, because Cox had

- F** leaked confidential information to reporters from local newspapers
- G** demanded President Nixon’s recordings of key White House conversations
- H** accepted money from organizations working to have President Nixon removed from office
- J** made statements that some White House staff members were guilty before viewing the evidence

Performance Indicator: Use a timeline to identify America's interest and participation in Southeast Asia since World War II.

Use the time line below and your own knowledge to do Numbers 37 and 38.



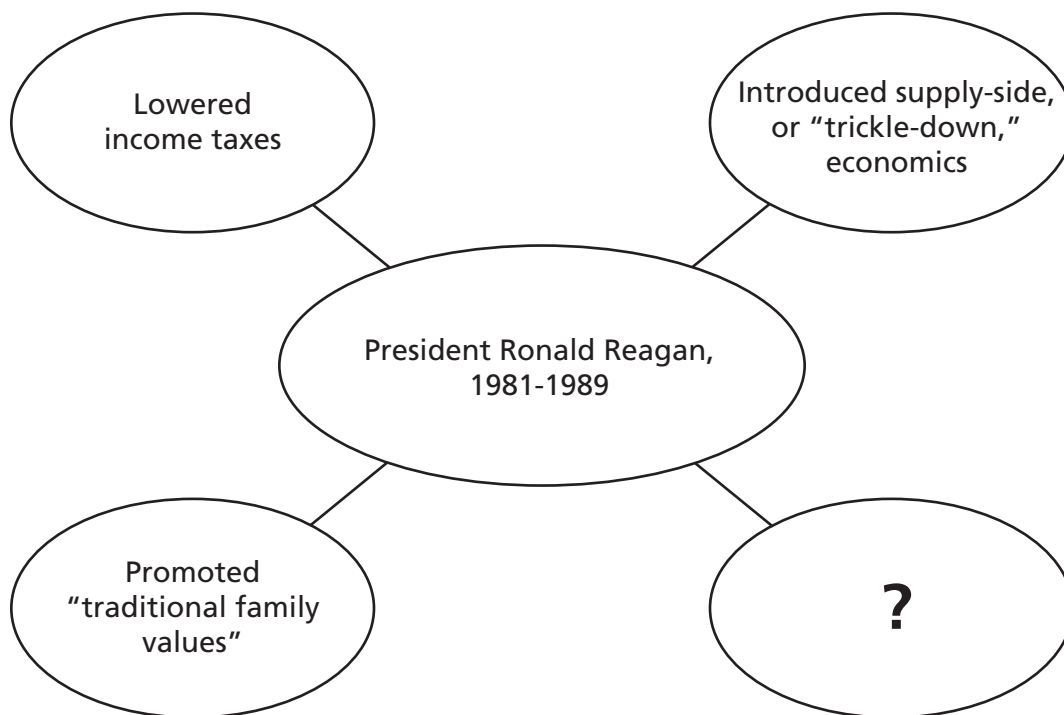
37 During the period shown on the time line, U.S. interest in Southeast Asia was primarily focused on

- A** removing raw materials
- B** supporting free trade
- C** containing communism
- D** establishing colonies

38 The events listed on the time line were most related to the United States’

- F** conflicts with other nations during the Cold War
- G** desire to rebuild its economy after World War II
- H** efforts to limit its involvement in the affairs of other nations
- J** concern about humanitarian crises developing in the region

Performance Indicator: Compare and contrast the Reagan and George H. Bush administrations with the Clinton administrations and the nature of their respective political opposition (i.e., economic, domestic, budgets, foreign policy, ethics, and generational values).



39 Which of these best completes the diagram above?

- A** Balanced the federal budget
- B** Was popular with voters ages 18–24
- C** Strengthened environmental regulations
- D** Reduced public healthcare spending

40 Which of these quotations more likely represents the views of President Reagan than President Clinton?

- F** “Government is not the solution to our problem. . . . [Government] must provide opportunity, not smother it.”
- G** “We can fill in the jobs gap . . . by launching a second round of empowerment zones. . . . America needs 50,000 new welfare-to-work housing vouchers.”
- H** “Contrary to what a lot of people say now in retrospect, the ’60s were not all bad.”
- J** “A . . . challenge we face is to bring our former adversaries, Russia and China, into the international system as . . . stable nations.”

Answer Key

| Reporting Category: | | Era 6: Industrial Development of the United States (1870-1900) |
|----------------------------|-----------------------|--|
| Item Number | Correct Answer | Performance Indicator |
| 1 | B | Identify how the effects of 19th century warfare promoted the growth of industrialism (i.e., railroads, iron vs. steel industry, textiles, coal, rubber, processed foods). |
| 2 | H | Identify major agricultural post-Civil War American geographic areas on a map. |
| 3 | B | Identify major agricultural post-Civil War American geographic areas on a map. |
| 4 | H | Identify patterns of immigration and the causal factors that led to immigration to the United States of America (i.e., crop famines, California gold rush, European social and political unrest, religious freedom). |
| 5 | D | Interpret a political cartoon which portrays the controversial aspects of the Gilded Age (e.g., Populist reaction to politician and/or tycoons, railroad development, westward expansion, Dawes Act, urban developments). |
| 6 | J | Interpret a political cartoon which portrays the controversial aspects of the Gilded Age (e.g., Populist reaction to politician and/or tycoons, railroad development, westward expansion, Dawes Act, urban developments). |
| 7 | D | Analyze the impact of different forms of corruption and its consequences in American politics during the later half of the Age. (i.e., Grant's Black Friday, Credit Mobilier, Whiskey Ring, Tammany Hall, Boss System, Garfield's assassination, Civil Service Reform, Granger laws, Interstate Commerce Act). |
| 8 | H | Assess the effect of late 19th century technological innovation on the daily lives of American people (i.e., electricity, indoor plumbing, communication, transportation). |

Answer Key

| Reporting Category: | | Era 7: Emergence of Modern America (1890-1930) |
|----------------------------|-----------------------|---|
| Item Number | Correct Answer | Performance Indicator |
| 9 | C | Identify causes of American imperialism (i.e., raw materials, nationalism, missionaries, militarism, Monroe Doctrine). |
| 10 | H | Identify consequences of American imperialism (i.e. Spanish American War, expanding trade, extractive economies, Panama Canal, the idea of a superior Anglo-Saxon culture, yellow journalism, military occupation). |
| 11 | C | Recognize the progress of political and social reform in America during this era (i.e., Women's Suffrage, Regulation of food and drug, Initiative, Referendum, and Recall, protection of workers' rights, Antitrust Supreme Court decisions, Muckrakers). |
| 12 | F | Recognize the new trends, ideas, and innovations of the 1920's popular culture (i.e., radio, automobile, phonograph, Prohibition, birth control, organized crime, sports). |
| 13 | A | Recognize the role of Tennessee in the women's suffrage movement. (i.e., "the perfect 36", Anne Dallas Dudley, Harry Burn, Governor Albert Roberts). |
| 14 | G | Recognize the role of Tennessee in the women's suffrage movement. (i.e., "the perfect 36", Anne Dallas Dudley, Harry Burn, Governor Albert Roberts). |
| 15 | B | Determine the possible factors that led to the economic collapse of 1929 (i.e., over production of agriculture and industry, expansion of credit, financial speculation, agricultural crop failures, tariff barriers, laissez- faire). |
| 16 | F | Compare and contrast the philosophies of Du Bois, Washington and Garvey. |

Answer Key

| Reporting Category: | | Era 8: The Great Depression and World War II (1929-1945) |
|---------------------|----------------|--|
| Item Number | Correct Answer | Performance Indicator |
| 17 | B | Identify the causes of World War II (i.e., Treaty of Versailles, fascism, failure of the League of Nations, Japanese imperialism, worldwide economic difficulties). |
| 18 | G | Identify the causes of World War II (i.e., Treaty of Versailles, fascism, failure of the League of Nations, Japanese imperialism, worldwide economic difficulties). |
| 19 | C | Recognize the negative patterns of an economic cycle (i.e., increase of unemployment, decrease of price level, excess inventory, decrease of production, repossession, increase of business failure, and bankruptcy). |
| 20 | J | Identify the changes in social and cultural life caused by the Great Depression and the Dust Bowl (i.e., Hoovervilles, Bonus Army, migrations, worldwide economic depression, Democrat victory in 1932, widespread poverty, unemployment, religious revivalism). |
| 21 | C | Identify New Deal Programs/Initiatives (i.e., Social Security, WPA, TVA, Indian Reorganization Act, FDIC, CCC, Wagner/Fair Labor Standards' Act). |
| 22 | H | Analyze how World War II affected the American economy (i.e., women in the workforce, movement to urban centers, military industrial complex, minority employment, post war G.I. Bill, globalization, rationing, childcare). |
| 23 | A | Recognize the effect of the New Deal and World War II on Tennessee (i.e., the creation of Fort Campbell, Kentucky, Tennessee Valley Authority, Secretary of State Cordell Hull, Oak Ridge). |
| 24 | J | Evaluate the impact of the Manhattan Project. (i.e., the creation of Oak Ridge, Tennessee, nuclear proliferation, espionage, ethical debate, medical experimentation, Nagasaki, Hiroshima). |

Answer Key

| Reporting Category: | | Era 9: Post World War II Era (1945-1970) |
|---------------------|----------------|--|
| Item Number | Correct Answer | Performance Indicator |
| 25 | D | Recognize differences among the victorious Allied Powers after World War II (i.e., capitalist, communist, military structure, individual differences). |
| 26 | F | Recognize the impact of technological and cultural changes on American society (i.e., Space Race, Hollywood, communication networks, mass media, medical advances, interstate highway system). |
| 27 | C | Recognize domestic impact of the Cold War on American society (i.e., McCarthyism, fear, conformity, counterculture, generation gap, highway system, consumerism). |
| 28 | F | Determine the effects of the Supreme Court's decisions on Civil Rights (i.e., <i>Plessy v. Ferguson</i> , <i>Brown v. Board</i> , <i>Miranda v. Arizona</i> , <i>Gideon v. Wainwright</i>). |
| 29 | C | Match leading figures of the Civil Rights era with their respective groups and goals (i.e., Strom Thurmond, Bull Conner, George Wallace, Diane Nash, Betty Friedan, Martin Luther King, Jr., Malcolm X, Stokely Carmichael, Albert Gore, Sr.). |
| 30 | J | Match leading figures of the Civil Rights era with their respective groups and goals (i.e., Strom Thurmond, Bull Conner, George Wallace, Diane Nash, Betty Friedan, Martin Luther King, Jr., Malcolm X, Stokely Carmichael, Albert Gore, Sr.). |
| 31 | C | Evaluate socio-economic impact of the post World War II Baby Boomer generation (i.e., media, entertainment, sports, suburbia, education, and counterculture). |
| 32 | H | Evaluate socio-economic impact of the post World War II Baby Boomer generation (i.e., media, entertainment, sports, suburbia, education, and counterculture). |

Answer Key

| Reporting Category: | | Era 10: The Contemporary United States (1968-present) |
|----------------------------|-----------------------|---|
| Item Number | Correct Answer | Performance Indicator |
| 33 | A | Match innovators or entrepreneurs in the “new economy” (i.e., Sam Walton, Michael Dell, Ray Kroc, Lee Iacocca, Donald Trump, Bill Gates, Steve Jobs, Jeff Bezos). |
| 34 | J | Match innovators or entrepreneurs in the “new economy” (i.e., Sam Walton, Michael Dell, Ray Kroc, Lee Iacocca, Donald Trump, Bill Gates, Steve Jobs, Jeff Bezos). |
| 35 | A | Recognize the roles of the key figures of Watergate (i.e., administration, investigators, media). |
| 36 | G | Recognize the roles of the key figures of Watergate (i.e., administration, investigators, media). |
| 37 | C | Use a timeline to identify America’s interest and participation in Southeast Asia since World War II. |
| 38 | F | Use a timeline to identify America’s interest and participation in Southeast Asia since World War II. |
| 39 | D | Compare and contrast the Reagan and George H. Bush administrations with the Clinton administrations and the nature of their respective political opposition (i.e., economic, domestic, budgets, foreign policy, ethics, and generational values). |
| 40 | F | Compare and contrast the Reagan and George H. Bush administrations with the Clinton administrations and the nature of their respective political opposition (i.e., economic, domestic, budgets, foreign policy, ethics, and generational values). |

